October 25, 2010

To: Dr. David Byrd, Director School of Education

Dr. Lynn McKinney, Dean, College of Human Science and Services

From: Secondary education annual review team (Cornelis de Groot, Antoinette Favazza,

Diane Kern, Bill Molloy, and Minsuk Shim (chair)).

Re: Annual Review of Jay Fogleman

Upon careful review of the dossier presented by Dr. Jay Fogleman, the secondary education team unanimously, enthusiastically, and without reservation supports his continued appointment and his retention in rank of assistant professor. Here we present our findings in the areas of teaching, scholarship, and service since his appointment 2007.

Teaching

During his first three years at URI, Dr. Fogleman taught and supervised 59 secondary science students in EDC430/431 Science Methods and Materials and Clinical experiences (26 since 2009), as well as supervised 39 as student teachers. Additionally, he has taught a section of EDC 102/102H each fall with 63 and 28 students respectively. As an untenured faculty member, he was allowed a 3-credit course release, in his first year.

As evidenced in his high marks on the Student Evaluation of Teaching (SET), generally in the upper 3 and lower 4 range, it is clear that Dr. Fogleman’s teaching efforts were well received in each course. He has particularly good marks in the areas of fostering student collaboration and encouraging student involvement. This is a result of his well-honed skills in employing on-line structures and learning environments, such as wikis. This accomplishment is noteworthy, because, especially in EDC430, students are very anxious toward the student teaching experience in the following semester. It is a testament to Dr. Fogleman’s craft as a teacher that these students rate him so favorably.

In his curriculum development and teaching he has revised course materials and teaching approaches to incorporate advanced technologies in order to reach a population of tech-savvy students with tools familiar to them that he uses in the service of their learning. His use of Sakai and WikiSpaces, among other tools, has increased the extended attention of his students and allowed them more access to his expertise as well as that of their classmates. In developing these revisions, he has shown a high level of collegial collaboration by working with Dr. Julie Coiro in the reading program and Ms. Mona Niedbala in the Education Curricular Library. Under his direction we are currently investigating the potential for using iPads and other portable devices by inservice and preservice teachers to promote reflection.

Invariably you will see Dr. Fogleman’s office door open on the seventh floor in Chafee and quite often you will find him engaged with students and faculty members. Being available as a colleague and teacher is one of his hallmark traits. His interactions are always thoughtful and caring. He is responsible for admission decisions in secondary science and has been the major advisor of 59 secondary science students, 15 of whom are masters/Teacher Certification Program students. Additionally, he is serving on the doctoral committee of a Ph.D. student in geosciences.

Scholarship

Dr. Fogleman defended his dissertation in November, 2009. His unusual thesis encompassed three separate studies in secondary science education, one of which was published in 2006 in the Teaching Education,.. A manuscript from one of the two remaining studies is currently in press with the Journal of Research in Science Teaching (JRST), the premier research jounrla in science education with a typical acceptance rate of 3% . He has published an article in 2010 in the Journal of Library Administration. In the last three years he has presented three papers at the annual meeting of the American Educational Research Association, as well as additional presentations for conferences sponsored by EDUCAUSE and the National Science Foundation. Since 2003 he has presented or co-presented nine refereed conference papers at AERA and the National Association of Researchers in Science Teaching (NARST). His publications and works in progress are particularly impressive given the time and effort he devoted to completing his dissertation in addition to making extensive contributions to the School of Education and the state science leadership in teaching and service.

In terms of grant writing, he assisted a statewide group in obtaining a $12.5 million Math/Science Partnership grant (The Rhode Island Technology-Enhanced Science Program--RITES) from the National Science Foundation that focuses on secondary science education in the state. On this grant, he studies the effects of school level variables on the RITES implementation as well as what forms of professional development teachers fine salient within the program. His major contribution to this large-scale grant effort is to do research on the outcomes of interventions that emerge from the efforts. This will allow him to build a research agenda based on local efforts to improve science achievement in RI secondary schools.

Service

Dr. Fogleman has been an active contributor to the School of Education especially responding to the urgent need for revisions for national and state accreditation. During his first years as the secondary education science faculty member, he revised the documentation regarding the secondary science teacher education program for the National Council for the Accreditation of Teacher Education (NCATE) and Rhode Island accreditation reviews. He successfully demonstrated the connection to national standards for secondary science teaching and the Rhode Island Professional Teaching Standards. His program is recognized nationally and in the State of Rhode Island.

Dr. Fogleman is a valued member of our team. AT our monthly meetings he makes thoughtful contributions and maintains a Sakai webpage for the team where we collect important documentation. He serves on annual review committees, represents the team at open houses, and participates in other team-shared responsibilities. He is a very approachable, reliable, and valued colleague.

He serves on the Curriculum Materials Advisory Committee as well as the HSS College Scholastic Standing Committee. In past years, he served as member of the URI Transportation Center, where he helped with reviewing proposals of education-related projects. He was appointed by the Rhode Island Department of Education to serve as a member of the Rhode Island Science Leadership Council that considers policy and makes recommendations to the state education agency related to science curriculum and teaching in public schools. He has served as a reviewer for conference proposals for science research for the American Educational Research Association and the National Association of Research in Science Teaching.

From the beginning of his appointment he demonstrated his respect for contributing to school reform by serving on School Improvement teams in a local school district and has served as a judge for local and statewide science fairs.

Summary

Dr. Fogleman has demonstrated an interest in promoting exchanges of ideas and creative approaches among colleagues concerning research and teaching. His commitment to our students as well as engaging with the field of practice from the classroom level to the state level shows the contributions he is making in the wider community. He has a clear view of reform practices in his field and has already shared his talent and insights to enhance teaching practice in local school districts and in higher education. The secondary team members in review of this dossier and in their experience of the close work with Dr. Fogleman enthusiastically and without reservation recommend his retention in rank. The team strongly recommends that the Dean and Director provide Dr. Fogleman with 1-course release, customary for untenured assistant professors, to enable him to continue his high quality teaching while progressing with his ongoing research agenda.